CHAPTER I
INTRODUCTION

A. Background of the Study

Language is means of communication. Although the mastering of English is something which is very essential for everybody who wants to increase knowledge and technology. not only that, because the most important is One of human characteristics is to communicate. A famous anthropologist, Ashley Montague (1967) said that "The most important agency through which the child learns to be human is communication, verbal also non verbal". So, for this human need an instrument called "language"[1]. English is an international language has been learned by every country in the world. Many approaches and methods are used to learn it. Indonesia students will have a great preparation to face globalization era which need English much for communication with the people from every country all over the world in every aspect of life such as economy, education, international relationship, technology, soon. Not only that people use the language to express their emotions and thoughts, and to solve their problems. Without language, people have a lot of limitations and problems to run their life in this world. By studying a language, we know what the people say, and what they express. So that's why students must have a good skill at the speaking abilities, because in learning English language the most important thing is how to be able to speak. From this

[1]Jalaludin Rahmat, *Psikologi Komunikasi*, (Bandung : PT. Remaja Rosda Karya, , 1969), p.2

statements above, it's clear that speaking is one of element which very essentials in role of learning English language.

There are four abilities in learning English language and the students must learn of them, they are: ability to speak, ability to listen, ability to read, and ability to write.[2] Unfortunately, studying the skills mentioned is not easy. This is because of many factors: the students assume English is difficult subject, they are not confidence when they will speak, less vocabulary that the student has, and soon. So that's why the English teachers have to be able to organize teaching speaking activities, they have to give materials by using suitable and interesting methods or techniques to the students.

Technique depends on the teacher, the imagination, creativity and the condition of classroom, a problem certain can be solved with the various techniques. One of the technique is by using "Oral Presentation", because with this technique the students must speak even just one word, they also will get many new vocabulary and the most important is the students can build their confidence to speak in front of a group or people, so that they will not get terrible feeling of fear or nervousness when they have to speak.

So the writer will do a research using Oral Presentation to improving speaking. The research entitled "Using Oral Presentation in Improving Student's Speaking Ability". The object of the research conducted as an experimental research was students of senior high school of SMAN 1 Cikeusal.

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[2] Jauhari D. Imam, *Mastery on English Grammar*", Indah, Surabaya: 1985.P.7

Based on situation above, the writer hopes, after finishing this research in SMAN 1 Cikeusal, it can give contribution especially for education in this school. Firstly, the writer would like to investigate each variable, in the research the first variable (X) is using Oral Presentation and the second variable (Y) is speaking ability.

B. Limitation of the Study

Referring to statement of the problem above, the writer limit the problem that concerned about the effectiveness of using oral presentation in teaching students's speaking that conducted by second grade students at SMAN 1 Cikeusal.

C. The Statements of the Problem

Considering that main problem is large to be research, the writer makes it specific by making it question as follow:

1. How is students speaking ability?
2. How is the effectiveness of Oral Presentation in improving students' speaking ability?

D. The Purposes of Research

According to the problem above, the writer formulated the aims of study as follow:

1. To know the students' speaking ability in SMAN 1 Cikeusal, Serang.
2. To know the effectiveness of oral presentation in improving students' speaking ability.

E. Hypothesis of Study

Hypothesis is not only formulated to explain relationship between two or more variable, but also to compare a variable of two samples on the title as below: The Effectiveness of using Oral Presentation in Improving Student's Speaking Ability, so, in this research the writer submits hypothesis by seeing how big the average score to control class (Mx) toward experiment class (My) as follow:

Alternative Hypothesis (Ha) :there is significant between teaching Oral Presentation in speaking ability and without Oral Presentation.

Null Hypothesis (Ho) : there is no significant bjetween teaching Oral Presentation in speaking ability and without Oral Presentation.

F. The organization of Writing

The writer will provides five chapter:

Chapter One introduction which covers background of the study, statement of the problems, limitation of the research problem, objective of the research, the purpose of the research, hypothesis, organization of the writing.

Chapter Two the writer provides the theoretical foundation, definition of fables, the purpose of reading, the types of reading, the element of good reading, advantage teaching of fables, and description of fable method. Definition of reading, purpose of reading, the elements of a good reading, the types of reading, explanation of reading comprehension, component of reading comprehension, level of comprehension, teaching reading by using learning strategy.

Chapter Three the writer describes the research methodology that consist of the object of study, setting of research, population and sample, research design, technique of collecting data, technique of analyzing data an instrument.

Chapter Four the writer provides result of the research, description of data, T test, and interpretation of data.

Chapter five is closing, conclusion, suggestion.

CHAPTER II
THEORETICAL REVIEW

A. SPEAKING

1. Definition of Speaking

Speaking as a way of communication is very important in our life because we, as a social human, have to use it in order that we can make a relation with the other people. To know and be able to do in order that to speak in another language we need communicated competence. Jo McDonough and Christopher Shaw defined that, "Speaking is desire and purpose driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and solving a particular problem; or establishing and maintaining social relationship and friendship".[3]

"Speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating (Hall, 1995)".[4]

Richards, Platt, and weber 1985:49: "Communicative competence includes: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different person on speech to and in different situations; (c) knowing how to use and

[3] Jo McDonough and Christopher Shaw, Material and Method in ELT, (Cambridge: Blackwell Publishers, 1993)., p. 152

[4] William Littlewood, Communicative Language Teaching, (Cambridge University Press, 1981), p.22

respond to different types of speech act such as request, apologies, thanks, and invitations; (d) knowing how to use language appropriately."[5]

While another linguist, Sari Luoma (2004: 9), said that: "Speaking as interaction, and speaking as a social and situation based activity. All these perspective see speaking as an integral part of people's daily lives."[6]

Halliday, 1985; Biber, 1988, said that: "Speaking is the verbal use of language to communicate with other. The purpose for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples."[7]

Richard and Rodgers (1986: 71) offer the following four characteristics of a communicative view of language:

a. Language is system for the expressions of the meaning
b. The primary function of languae is for interaction and communication
c. The structure of language reflects its functional and communicative uses
d. The primary units of language are not merely is grammatical and structural feathers, but categories of functional and communicative meaning as exemplified in discourse.[8]

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[5] David Nunan, Secong Language Teaching and Leraning, (Boston: Heinle and Heinle Publishers, 1999)., p.228

[6] Luoma Sari, Assessing Speaking, (New York: Cambridge University Press, 2004),.p.9

[7] Glenn Fulcher, Testing Second Language Speaking, (English: Longman, 1988),.p.23

[8] Jo McDonough and Christopher Shaw, Loc. Cit,.p.153

From the definition above, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn by using some teaching learning methodologies.

When the student is asked by the teacher of actively use the spoken language in the classroom we require them to take a part in a process which not only involves a knowledge of target forms and function, but also a general knowledge of the interaction between the speaker and listener in the order that meanings and negotiation of meanings are made clear. For examples, listener may give the speaker feedback as whether or not the listener has understood what the speaker has just said. The speaker will then need to reformulate what was just said in order to get the meaning across in different way.

2. The Aims of Speaking

There are some aims that the teacher might hope to achieve through communicative activity in the classroom:

1. They provide 'Whole-task Practice'

   In considering how people learn to carry out various kinds of skilled performance, it is often useful to distinguish between (a) training in the part-skills of which the performance is composed and (b) practice in the total skill.

2. They improve motivation

   The learners' ultimate objective is to take a part in communication with others. Their motivation to learn is more

likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

3. They allow natural learning

   Language learning takes place inside the learner and, as teacher to their frequent frustration; many aspects of it are beyond their pedagogical control.

4. They can create a context which support learning

   Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher.[9]

3. Types of Speaking Skill

According to Douglas Brown, there are five types of speaking skill:

a. Imitative: at one end of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
b. Intensive: a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical. phrasal, lexical, and so on.
c. Responsive: that include interaction and test comprehension but, at the somewhat limited level of very short conversations, small talk, comments, and the like.

[9] William Littlewood, Communicative Language Teaching, op. cit,.p. 17

d. Interactive: the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and or multiple participants.

e. Extensive (Monologue): extensive oral production task include speeches, presentation, story-telling, during which opportunity for oral interaction from listeners is either highly limited (perhaps nonverbal responses) or ruled out together.[10]

4. Kinds of Speaking Activities

a) Acting from a Script (Play Scripts)

We can ask our students to act out scenes from plays and or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. It is important that when students are working on plays or play scripts, they should treat it as 'real' acting. In other words, we need to help them to go through the scripts as if we were theater directors, drawing attention to appropriate stress, intonation and speed.

b) Information- Gap Games

One student has to talk to a partner in order to solve a puzzle, draw a picture (describe and arrange), put things the right order (describe and arrange) or find similarities and differences between pictures.

[10]Douglas Brown, Language Assessment Principles and Classroom Practice, (New York: Longman, 2004),p. 141

c) Discussion

"Discussions are opportunities for students and teacher to engage in an exchange of ideas. They can also be done indirectly via computer, letters, or dialogue journals."[11] Discussion range from highly formal, whole-group staged events to informal small-group, such as buzz-group, instant comment, formal debates.

d) Prepared Talk

Where one student or students make a presentation on a topics of their own choice. Such as talks are not designed for informal spontaneous conversation; because they are prepared, they are more "wring-like" than this.

e) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questionnaire as respondent have something to say to each other.

f) Simulation and Role-Play

Many students derive great benefit from simulation and role play. "Students simulate a real life encounter (such as business meeting, a hotel foyer, a shop or cafeteria) as if they were doing so in real world. They can act out the simulation as themselves or take on the role of a completely different character and express thought and feeling they do not necessarily share."[12]

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[11] Donald Freeman, Doing Teacher-Research: from inquiry to understanding, (Canada: Heinle and HeinlePublishres, 1996)., p.204

[12] Jeremy Harmer, The Practice of English Languge Teaching, (Longman: 1988)., p.384

5. Assessment of Speaking

According to Brown, 2001. There are some assessment for speaking:

- Fluency: the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and another mistakes.
- Pronunciation: errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak their language.
- Grammar: able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quitr rare.
- Vocabulary: able to speak the language with the sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
- Comprehension: quite complete at a normal rate of speech and can understand any conversation within the range of the experience.[13]

[13] Douglas Brown, Language Assessment Principle and classroom Practice, Loc. Cit., p.172

B. ORAL PRESENTATION

1. Definition of Oral Presentation

It has been knew, many activities or techniques which can be used to improve speaking ability, especially Oral Presentation technique. Many techniques in Oral Presentation such as using visuals, using mail order catalogs, using gesture, using procedure genre/procedure text, and so on.. But here, writer will explain about Oral Presentation using an information or ideas of a topic (procedure genre/procedure text).

The term "Oral Presentation" is made up of two words: 'Oral' and 'Presentation'. The Encarta World English Dictionary & (P) 1998-2004 Microsoft Corporation defines the 'Oral' as 'spoken': existing in spoken form written form. It has provided at least 6 definitions of the word 'Presentation' likely encountered by the student and/or the graduate, as follows:

1. Act of presenting something: an act of presenting something or the state of being presented.
2. Prepared performance for audience: a performance, exhibition, or demonstration put on before an audience.
3. Prepared report read before audience: a formal talk made to a group of people, for example, on somebody's recent work or some aspect of business, often with handouts, diagrams, or other visual aids e.g. he gave a presentation on modem irrigation methods.
4. Somebody's instruction into special social group: an occasion when somebody is first presented into society or at

court, or the official or recognized process of first presenting somebody in this way.

5. Way something appears when offered: the manner in which something is shown, expressed, or laid out for other people to see e.g. presentation is an important part of the chef's job.
6. Object of perception: something that is perceived, remembered, or acquired as knowledge.[14]

From the definition above, it can be inferred that Oral Presentation is a performance or an act of presenting something to shown, expressed in front of a group of people.

C. Techniques of Presentation

a. Using Visuals

1) Labels: for a beginning class the teacher can prepare labels for objects in the classroom.
2) Magazine pictures: the teacher cuts out magazine pictures that illustrate words in dialog or basic sentences. These are placed on the chalkboard or on a magnetic board with magnets. The teacher points to the objects and gives their foreign language equivalents.
3) Props: if the lesson is about foods, the teacher could bring to class a basket of plastic fruit.
4) Classroom objects: the calendar may be used to teach today, yesterday, tomorrow, as well as last week, next week, next month, next year, in two weeks, and soon.

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[14] Tomasowa Herlen Francien, ***Oral Presentatios,*** (Malang: Lembaga Penerbit Fakultas Pertanian Universitas Brawijaya, 2003), p. 2

5) Slides: slides furnish an excellent medium for conveying the connotative cultural meanings of ordinary words in a foreign language.

b. Using Mail Order Catalogs

For intermediate and advanced classes, the mail order catalog is an excellent source book for vocabulary building. Not only do students learn the names of object and colors, but they are introduced to clothing sizes and can even learn how to convert their measurements into corresponding measurements and sizes in the target culture.

c. Using Gesture

Gestures may be used to convey the meanings of some words. Certain descriptive adjectives, such as tall, thin, fat, happy, dumb, lend themselves to pantomime and gesture. Preposition of place can also be effectively taught by movements: the book is on the table, the pencil is on the book, the book is under the pencil, and now the pencil is behind the book. Action verbs can be acted out: the teacher is eating, the teacher is drinking, and the teacher is reading.

Example:

Teacher: what is the teacher doing? (Teacher pretends to be chewing).

Class: the teacher is eating.

d. Using Narrative text (short story of legend)

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problem. An important part of narrative text is the narrative

mode, the set of methods used to communicate the narrative through a process narrative.

And as the writer said above that the writer just will explain about Oral Presentation using Narrative text.[15]

So, the students presented about short story of legend in front of the class.

D. Procedure of Oral Presentation

a) Introduce the problem about the story of legend, probably using a list on the board or on handouts.
b) Ask the students to look for one tittle about story of legend to present in front of the class.
c) Before the students present the teacher tell to the other students that they must listen carefully because at the end they have to make one question, argument, opinion about the story.
d) After the students find the story, ask some students maximal 5 students (choose based on attendant, so that they can prepare their presentation well if they know when they will present) to come in front of the class, from 5 students the teacher can choose one by one randomly to present the tittle that they have choose.
e) After the students finished presenting, the teacher ask some students to give question or opinion.
f) Do continue alternately.

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[15] Allen David Edward and Valette M. Rebecca, ***Classroom Techniques: Foreign languages and English as a Second Language***, (New York: Harcourt Brace Jovanovich,1977) p. 150

E. The Advantages and Disadvantages of Oral Presentation using Narrative text

1. Advantages:
    a. Built their confidence when they have to speak in front of their teacher and friends.
    b. More language practice: even, when they speak alone to explain something in front of the class and speak in group work, it's give students far more chance to speak English.
    c. Students are more involved: working in self or groups encourages students to be more involved and to concentrate on the task.
    d. Students will be brevier when they have to speak/explain something alone or in group in front of the whole class.
    e. Students can help each other: when they work in group to speak or explain something, it's encouraging students to share ideas and knowledge.
2. Disadvantages:
    a. Noise: obviously, learning in group in a large class will be noisy, but usually the students themselves are not disturbed by the noise; it is more noticeable to the teacher standing at the side or to someone in the next room.
    b. Students make mistakes: during a group activity, the teacher cannot control all the language used, but it can be solve by giving preparation and checking afterwards, the teacher can ask some students or groups what they said, and then correct mistakes if necessary.

c. Difficult to control class: the teacher has less control over what students doing in pair and group work that in normal class. To stop activities getting out of control, it is important to give clear instructions about when to start, what to do, and when to stop. Give clearly defined tasks which do not continue for too long; set up a routine, so that students accept the idea of working in pair or groups, and know exactly what to do.

CHAPTER III
METHODOLOGY OF RESEARCH

A. The Objective of Research

The objective of the research is to find out wether the Oral Presentation activity has significant influence in improving students' speaking ability and to find out the supporting data in this research. So, it's great to help the educators the students' participation in the class.

B. Methode of the Research

In this research the writer determines the quantitave research, it means that the writer collect data from the field, and must go to the place of research, because the kind of research, is obtrusive, and controlled, objective, outcome oriented, and assumes the existence of 'facts' which are somehow external to end independent of two observer or researcher. For the methode the writer will use an experimental methode. Experiments are designed to collect data in such a way that threats to the reliability and validity of the research are minimized.[16] in this case, the effectiveness of Oral Presentation as variable X, and students' speaking ability as variable Y. And in this research, the writer choose true experiment, because the writer to collecting the data take a random respondent.

Type of Experiment,[17]

1. Pre Experiment : may have pre-and post-treatment test, but lacks a control group.

[16]David Nunan, *Research Methods in Language Learning* (New York: Cambridge University Press,1992).p.47

[17]*Ibid*,.p.41

2. Quasi Experiment : has both pre-and post-test and experimental and control, groups, but no random assignment of subject.
3. True Experiment : has both pre-and post-test, experimental and control groups, and random assignment of subjects.

C. The Place and Time of Research

The writer chooses the place research in second grade of senior high school at SMAN 1 Cikeusal, serang. Before the writer observe, the writer ask approval to headmaster to conduct the research. In research activity, the writer determined how long the research takes the time. In this case, the writer starts to conduct the research on 08 February until 28 March 2015.

D. Population and Sample of Research

"Population is a set of all elements processing one and more attributes of interest".[18] Whereas sampling sample is "a subset of individuals from a given population".[19] The population on this investigation is 60 (sixty) in second grade of senior high school of SMAN 1 Cikeusal. The writer take 40 (forty) samples of students with random. After determining the sample, to know how far the influence of The Effectiveness of Using Oral Presentation in Improving Students' Speaking Ability, the writer dividing respondents into two groups with 20 (twenty) students each. One group will give the treatment Oral

[18]Ibid,.p.25
[19]Ibid,.p.27

Presentation in teaching speaking (experimental group), and another group as a control group.

E. The Technique of Data Collecting

The writer will be collected the data to research following steps:

1. Observation

   The writer observed responded activities and the way of their learning during the research held. Information that is discovered along this research consists of:

   a. The teacher SMAN 1 Cikeusal, Serang
   b. The condition of education at SMAN 1 Cikeusal, Serang
   c. The situation of teaching and learning process of English subject.

2. Interview

   Interview is the way or method for data collecting in which the researcher ask the information directly and accurate data about SMAN 1 Cikuesal, Serang. The writer made interview with the students about the speaking ability and process learning.

3. Test

   Test is several questions or exercise another use to measure art, knowledge, intelligence, skill or talent who has individual or group.[20]Test is given to the respondent in the purpose to take response needed by researcher. The test will be presented to those students who learn English on speaking

[20]Sukardi, MetodologiPenelitianPendidikan, (Jakarta, BumiAksara, 2003),.p.61

subject as sample of this investigation, the writer using pre-test and post-test for this research. Pre-test and post-test with oral test ability.

4. Study of literature

   Study of literature is used to collect data, it can be from books and internet.

5. Documentation

   Documentation can take from research photos.

F. The Technique of Data Analysis

The writer used statistic for analyzed the data. In this research, take comparation research. SuharsimiArikunto (1983) said that comparation research is research who out for find difference and equation about something, people, work procedure, idea, critic about people idea or work procedure.

Comparation research has two kinds. There are a technique of comparationbivariate and technique of comparation multivariate.[21]

1. Technique of compation bivariate is technique analysis comparation comparingdifference or equation between just two variable.
2. Technique of comparation multivariate is technique analysis comparation comparing difference or equation more than two variable.

Analysis which often using in comparation analysis is “t test” or square kai test. In this research, the writer take technique of

[21]Supardi, DarwiyanSyah, PengantarStatistikPendidikan, (Jakarta: Diadit Media, 2009),p, 28

comparationbiavariate because in this research has 2 variable, and use t test for analysis data.

Before using t test the writer to do quantification of the data from result of the test is qualified. After that,

- For scoring pre-test and post-test[22]:

Weighting Table							
Proficiency Description	1	2	3	4	5	6	Total
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	

- Accent
  1. Pronunciation frequently unintelligible
  2. Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition
  3. "foreign accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
  4. Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding
  5. No conspicuous, but would out be taken for native speaker
  6. Native pronunciation, with no trace of "foreign language"

[22]Arthur Hughes, Testing for Language Teachers, (New York: Cambridge University Press, 1989), p.113

- Grammar
    1. Grammar almost inaccurate phrases
    2. Constant errors showing control of very few major patterns and frequently preventing communication.
    3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
    4. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding
    5. Few errors with no pattern of failure
    6. No more than two errors during the interview
- Vocabulary
    1. Vocabulary inadequate for even the simplest conversation
    2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
    3. Choice of word sometimes inaccurate, limitation of vocabulary prevents presentation of some common professional and social topics.
    4. Professional vocabulary adequate to presented special interest: general vocabulary permits presented of any non-technical subject with some circumlocutions.
    5. Professional vocabulary broad and precise. General vocabulary adequate to cope with complex practical problems and varied social situations
    6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

- Fluency
    1. Speech so halting and fragmentary that conversation is virtually
    2. Speech is very slow and uneven except for short or routine sentences
    3. Speech is frequently hesitant and jerky: sentences may be left completed
    4. Speech is occasionally hesitant, with some unevenness cause by rephrasing and grouping for words
    5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness
    6. Speech on all professional and general topics as effortless and smooth as native speaker

- Comprehension
    1. Understand too little for the simplest type of conversation
    2. Understand only slow, very simple speech on common social and touristic topics requires consonant repetition and rephrasing.
    3. Understand careful somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
    4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing

5. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech
6. Understand everything in both formal and colloquial speech to be expected of and educated native speaker

   After the writer do quantification of the data, the writer analyzed it by using test of normality before the writer used t test formula, the formula of normality test[23]:

   X2 =

   Steps to conduct t test:

   1. Make assist table
      - The first column for number
      - The second column for name of respondent
      - The third column for pre-test score
      - The four column for post-test score
      - The five column for gain (D)
      - The six column for square gain (D2)
   2. Use t test by using formula:[24]

[23]Subana, MoersetyoRahadi, Sudrejat, StatistikPendidikan (Bandung: PustakaSetia, 2000), p.124

[24]SuharsimiArikunto, ProsedurPenelitian (Jakarta: RinekaCipta, 1996), p.311

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

In this chapter, the writer will attempt to submit the data as outcomes of research at SMAN 1 Cikeusal, Serang. This Research is only for the students of second grade especially XII A (Experiment Class) and XII B (Control Class).

To know the effectiveness of Using Oral Presentation for teaching speaking, the writer gave the data pre-test before teaching and post-test after teaching would be used as data in this research. Both of tests, pre-test and post-test, the writer gave them speaking test. The speaking test consists of oral test and written test. Having finished the field research, the writer got the score as follow:

1. The score of pre-test and post-test of control class

Table 1

The Result of Control Class

No	Respondent	Pre Test Score	Post Test Score
1	B1	56	63
2	B2	44	69
3	B3	51	71
4	B4	48	62
5	B5	59	63
6	B6	54	70
7	B7	55	70
8	B8	53	61

9	B9	51	64
10	B10	45	75
11	B11	59	60
12	B12	55	69
13	B13	51	70
14	B14	45	64
15	B15	53	67
16	B16	56	72
17	B17	60	72
18	B18	60	71
19	B19	48	62
20	B20	61	63
AVERAGE		53,2	66,9

Based on the table above we know that the highest score for pre-test and post-test in Control Class are 61 and 75. Then, for the lowest score are 44 and 60 and for the average score are 53,2 and 66,9.

Explanation of the result of score control class, for example:

1) B1 (Pre Test)

Accent	Grammar	Vocabulary	Fluency	comprehension	Total
3	18	16	4	15	56

2) B1 (Post Test)

Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
2	18	20	8	15	63

2. The score of pre-test and post-test of experiment class

Table 2

The Result of Experimental Class

No	Respondent	Pre Test Score	Post Test Score
1	C1	46	65
2	C2	48	68
3	C3	51	75
4	C4	53	77
5	C5	56	77
6	C6	46	65
7	C7	56	77
8	C8	48	68
9	C9	51	75
10	C10	60	80
11	C11	62	80
12	C12	55	72
13	C13	51	71
14	C14	53	71
15	C15	59	80
16	C16	49	68
17	C17	51	74
18	C18	56	75
19	C19	52	74
20	C20	49	80
AVERAGE		52,6	73,6

Based on the table above is known that the highest score for pre-test and post-test in Experimental Class are 62 and 80. Then, for the lowest score are 46 and 65 and for the average score are 52,6 and 73,6.

Explanation of the result of score experimental class, for example:

1) C1 (Pre Test)

Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
2	12	16	6	12	46

2) C1 (Post Test)

Accent	Grammar	Vocabulary	Fluency	Comprehension	Total
2	12	24	8	19	65

B. The Analyzing of the Data

After getting the data pre-test and post-test test score of the two classes, then the writer analyzed it by using test of normality before the writer used t-test formula:

1. Test of Normality

In test of normality, the writer used significant $\delta = 0,05$ and $\delta = 0,01$. Test of normality used for to know the test (sample) of the population is normal distribution or not. The writer used with chi square (X^2) for test normality. The formula is:[25]

$$\chi^2 = \Sigma \frac{(Oi - Ei)^2}{Ei}$$

[25]Subana, dkk.*Statistic Pendidikan.* (Bandung:PustakaSetia, 2000),p.124

Criteria test of normality:

- If $X^2_{account} < t_{table}$ is normal distribution
- If $X^2_{account} > t_{table}$ is not normal distribution

a. Test of Normality pre-test in control class

Table 3

The Result of the Pre Test in Control Class

No	Respondent	Pre Test
1	B1	56
2	B2	44
3	B3	51
4	B4	48
5	B5	59
6	B6	54
7	B7	55
8	B8	53
9	B9	51
10	B10	45
11	B11	59
12	B12	55
13	B13	51
14	B14	45
15	B15	53
16	B16	56
17	B17	60
18	B18	60

19	B19	48
20	B20	61

- Range = Biggest data- Smallest data
  = 61- 44
  = 17
- Number of student (n) = 20
- Number of Class (k) = 1 + 3,3 log 20
  = 1 + 3,3 log (1,30)
  = 1 + 4,29
  = 5,29$\rightarrow$ 6
- Interval (p) $\frac{\text{range}}{\text{Number of Class}} = \frac{17}{16} = 2{,}9 \rightarrow 3$

Table 4

Distribution table for counting mean and standard deviation

Interval	Frequencies	Middle Point (X_1)	F. X_1	$(X-\overline{X})$	$(X-\overline{X})^2$	F $(X-\overline{X})^2$
44 – 46	3	45	135	-8,4	70,56	211,68
47 – 49	2	48	96	- 5,4	29,16	58,32
50 – 52	3	51	153	- 2,4	5,76	17,28
53 – 55	5	54	270	0,6	0,23	1,8
56 – 58	2	57	114	0,6	12,96	25,92
59 – 61	5	60	300	6,6	43,56	217,8
Σ	20		1068			532,8

Mean ($\overline{X}$) = $\frac{\Sigma FX_1}{\Sigma f} = \frac{1068}{20} = 53{,}4$

Standard Deviation (SD) $\sqrt{\frac{\Sigma f\ (X - X_1)^2}{\Sigma f}} = \sqrt{\frac{532{,}8}{20}} = \sqrt{26{,}64} = 5{,}17$

So, based on the table and formulate above is known that for score Mean is 53,4 and for score of Standard Deviation is 5,17.

Table 5

Test of normality Pre-Test in Control Class with chi square (χ^2)

Interval	Class Limit	Z account	Z_{table}	LZ_{table}	Ei	Oi	$\frac{(Oi - EI)^2}{Ei}$
	43,5	- 1,91	0,4719				
44 – 46				- 0,0637	1,274	3	2,33
	46,5	- 1,33	0,4082				
47 - 49				- 0,1348	2,696	2	0,17
	49,5	- 0,75	0,2734				
50 – 52				- 0,2059	4,118	3	0,30
	52,5	- 0,17	0,0675				
53 – 55				10,2229	4,458	5	0,06
	55,4	0,40	0,1554				
56 – 58				0,1811	3,622	2	0,72
	58,5	0,98	0,3365				
59 – 61				0,1041	2,082	5	4,08
	61,5	1,56	0,4406				
Σ							7,66

- Looking for degree of freedom (df), with formula :

  df = k -3

  = 6 – 3

  = 3

- Determining χ^2 table with significant 5 % (0,05)

  5 % = (1-α) (df)

  = (1 – 0,05) (3)

  = 0,95 (3)

  χ^2_{table} = 7,81

- Determining χ^2 table with significant 1 % (0,01)

  1 % = (1-α) (df)

  = (1 – 0,01) (3)

  = 0,99 (3)

  χ^2_{table} = 11,3

Based on calculation above is known that t table with level significance 5% = 7,81 and with level significance 1 % = 11,3 so, t account = 7,66. So, χ^2 account = 7,66< χ^2 table = 7,81 and χ^2 account = 7,66 < χ^2 table = 11,3, The concluded that the test (sample) of population is normal distribution.

b. Test of normality Post Test in Control Class

Table 6

The Result of the Post Test in Control Class

No	Respondent	Post Test Score
1	B1	63
2	B2	69

3	B3	71
4	B4	62
5	B5	63
6	B6	70
7	B7	70
8	B8	61
9	B9	64
10	B10	75
11	B11	60
12	B12	69
13	B13	70
14	B14	64
15	B15	67
16	B16	72
17	B17	72
18	B18	71
19	B19	62
20	B20	63

- Range (R) = Biggest data –smallest data
  = 75 – 60
  = 15
- Number of student (n) = 20
- Number of class (k) = 1 + 3,3 log n
  = 1 + 3,3 (1,30)
  = 1 + 4,29

$= 5{,}29 \longrightarrow \quad 6$

- Interval (p) = $\frac{range}{number\ of\ class} = \frac{15}{6} = 2{,}5 \longrightarrow \quad 3$

Table 7

Distribution table for counting mean and standard deviation

Interval	Frequencies (f)	Middle Point (X_1)	f. X_1	(X- $\overline{X}$)	(X- $\overline{X}$)^2	F (X- $\overline{X}$)^2
44 – 46	4	615	244	- 6,15	37,82	151,28
47 – 49	5	64	320	- 13,15	9,92	49,6
50 – 52	1	67	67	- 0,15	0,02	0,02
53 – 55	7	70	490	2,85	8,12	56,84
56 – 58	2	73	146	5,85	34,22	6,84
59 – 61	1	76	76	8,85	78,32	78,32
Σ	20		1343			342,9

- Mean ($\overline{X}$) = $\frac{\Sigma FX_1}{\Sigma f} = \frac{1343}{20} = 67{,}15$

- Standard Deviation (SD) $\sqrt{\frac{\Sigma f\ (X - X_1)^2}{\Sigma f}} = \sqrt{\frac{342{,}9}{20}} = \sqrt{17{,}145} = 4{,}14$

- **Table 8**

Test of Normality Pre-Test in Control Class with chi square (χ^2)

Interval	Class Limit	Z account	Z_{table}	LZ_{table}	Ei	Oi	$\frac{(Oi - EI)^2}{Ei}$
	59,5	- 1,84	0,4671				
60 – 62				0,0985	1,97	4	2,09
	62,5	- 1,12	0,3686				

63 – 65				0,2169	4,388	5	0,10
	65,5	- 0,39	0,1517				
66 – 68				0,0262	0,524	1	0,43
	68,5	0,32	0,1255				
69 – 71				0,4786	9,572	7	0,69
	71,5	0,05	0,3531				
72 – 74				0,1085	2,17	2	0,01
	74,5	1,77	0,4616				
75 – 77				0,0322	0,644	1	0,19
	77,5	2,5	0,4938				
Σ							3,51

- Looking for degree of freedom (df), with formula :

  df = k - 3

  = 6 – 3

  = 3

- Determining χ^2 table with significant 5 % (0,05)

  5 % = (1-α) (df)

  = (1 – 0,05) (3)

  = 0,95 (3)

  χ^2_{table} = 7,81

- Determining χ^2 table with significant 1 % (0,01)

  1 % = (1-α) (df)

  = (1 – 0,01) (3)

  = 0,99 (3)

  χ^2_{table} = 11,3

Based on calculation above is know that t table with level significance 5 % = 7,81 and with level significance 1 % = 11,3 so, t account = 3,51. So, χ^2 account = 3,51< χ^2 table = 7,81 and χ^2 account = 3,51 < χ^2 table = 11,3, the concluded that the test (sample) of population is normal distribution.

c. Test of Normality Pre Test in Experimental Class

Table 9

The Result of the Pre-Test in Experimental Class

No	Respondent	Post Test Score
1	C1	46
2	C 2	48
3	C 3	51
4	C 4	53
5	C 5	56
6	C 6	46
7	C 7	56
8	C 8	48
9	C 9	51
10	C 10	60
11	C 11	62
12	C 12	55
13	C 13	51
14	C 14	53
15	C 15	59
16	C 16	49

17	C 17	51
18	C 18	56
19	C 19	52
20	C 20	49

- Range (R) = Biggest data –smallest data
  = 63 – 46
  = 17
- Number of student (n) = 20
- Number of class (k) = 1 + 3,3 log n
  = 1 + 3,3 log 20
  = 1 + 3,3 (1,30)
  = 1 + 4,29
  = 5,29 ⟶ 6
- Interval (p) = $\frac{range}{number\ of\ class} = \frac{17}{6} = 2{,}9 \longrightarrow 3$

Table 10

Distribution table for counting mean and standard deviation

Interval	Frequencies (f)	Middle Point (X_1)	F. X_1	(X- $\overline{X}$)	(X- $\overline{X}$)^2	F (X- $\overline{X}$)^2
44 – 48	4	47	188	- 5,55	30,80	123,2
49 – 51	6	50	300	- 2,55	6,50	39
52 – 54	3	53	159	0,55	0, 02	0,6
55 – 57	4	56	224	3,45	11,90	47,6
58 – 60	2	59	118	6,45	41,60	83,2

61 – 63	1	62	62	9,45	89,30	89,30
Σ	20		1051			382,9

- Mean ($\overline{X}$) = $\frac{\Sigma FX_1}{\Sigma f} = \frac{1051}{20} = 52{,}55$

- Standard Deviation (SD) $\sqrt{\frac{\Sigma f\ (X - X_1)^2}{\Sigma f}} = \sqrt{\frac{19{,}145}{20}} = \sqrt{19{,}145} =$ 4,37

Based on the table and formulated above is known that for Mean is 52,55 and for Standard Deviation is 4,37.

Table 11

Test of normality Pre-Test in Control Class with chi square (χ^2)

Interval	Class Limit	Z account	Z_{table}	LZ_{table}	Ei	Oi	$\frac{(Oi - EI)^2}{Ei}$
	45,5	- 1,61	0,4463				
46 – 48				0,1251	2,502	4	0,89
	48,5	- 1,92	0,3212				
49 – 51				0,2264	4,528	6	0,47
	51,5	- 0,24	0,0948				
52 – 54				0,0752	1,504	3	1,48
	54,5	0,44	0,1700				
58 – 57				0,5408	10,816	4	4,29
	57,5	1,13	0,3708				
58 – 60				0,0941	1,882	2	0,07
	60,5	1,81	0,4649				

61 – 63				0,0289	0,578	1	0,30
	63,5	2,50	0,4938				7,5

- Looking for degree of freedom (df), with formula :

  df = k - 3

  = 6 – 3

  = 3

- Determining χ^2 table with significant 5 % (0,05)

  5 % = (1-α) (df)

  = (1 – 0,05) (3)

  = 0,95 (3)

  χ^2_{table} = 7,81

- Determining χ^2 table with significant 1 % (0,01)

  1 % = (1-α) (df)

  = (1 – 0,01) (3)

  = 0,99 (3)

  χ^2_{table} = 11,3

Based on calculation above is know that t table with level significance 5 % = 7,81 and with level significance 1 % = 11,3 so, t account = 7,5. So, χ^2 account = 7,5< χ^2 table = 7,81 and χ^2 account = 7,5 < χ^2 table = 11,3. The concluded that the test (sample) of population is normal distribution.

Table 12

The Result of the Pre-Test in Experimental Class

No	Respondent	Post Test Score
1	C1	65
2	C 2	68
3	C 3	75
4	C 4	77
5	C 5	77
6	C 6	65
7	C 7	77
8	C 8	68
9	C 9	75
10	C 10	80
11	C 11	80
12	C 12	72
13	C 13	71
14	C 14	71
15	C 15	80
16	C 16	68
17	C 17	74
18	C 18	75
19	C 19	74
20	C 20	80

Based on the table above is known that the biggest score is 80 and the lowest score is 63.

- Range (R) = Biggest data –smallest data
  = 80 – 63
  = 17
- Number of student (n) = 20
- Number of class (k) = 1 + 3,3 log n
  = 1 + 3,3 log 20
  = 1 + 3,3 (1,30)
  = 1 + 4,29
  = 5,29 ⟶ 6
- Interval (p) = $\frac{range}{number\ of\ class} = \frac{17}{6} = 2{,}9 \longrightarrow 3$

Table 13

Distribution table for counting mean and standard deviation

Interval	Frequencies (f)	Middle Point (X_1)	F. X_1	$(X-\overline{X})$	$(X-\overline{X})^2$	F $(X-\overline{X})^2$
63 – 65	2	64	128	- 9	81	162
66 – 68	3	67	201	- 6	36	108
69 – 71	2	70	140	- 3	9	18
72 – 74		73	219	0	0	0
75 – 77	6	76	456	3	9	54
78 – 80	4	79	316	6	36	144
Σ	20		1460			486

- Mean ($\overline{X}$) = $\frac{\Sigma FX_1}{\Sigma f} = \frac{1460}{20} = 73$

- Standard Deviation (SD) $\sqrt{\frac{\Sigma f\ (X - X_1)^2}{\Sigma f}} = \sqrt{\frac{486}{20}} = \sqrt{24{,}3} = 4{,}92$

  Based on the table and formulated above is known that for Mean is 73 and for Standard Deviation is 4,93.

Table 14

Test of normality Pre-Test in Control Class with chi square (χ^2)

Interval	Class Limit	Z account	Z_{table}	LZ_{table}	Ei	Oi	$\frac{(Oi - EI)^2}{Ei}$
	62,5	- 2,31	0,4834				
63 – 65				0,0477	0,954	2	1,14
	65,5	- 1,52	0,4357				
66 – 68				0,1171	2,342	3	0,18
	68,5	- 0,91	0,3186				
69 – 71				0,2007	4,014	2	1,01
	71,5	- 0,30	0,1179				
72 – 74				0,2358	4,716	3	0,62
	74,5	0,30	0,1179				
75 – 77				0,2007	4,014	6	0,98
	77,5	0,91	0,3186				
78 – 80				0,1171	2,342	4	1,17
	80,5	1,52	0,4357				5,1

- Looking for degree of freedom (df), with formula :

  df = k - 3

  = 6 – 3

  = 3

- Determining χ^2 table with significant 5 % (0,05)

  5 % = (1-α) (df)

  = (1 – 0,05) (3)

  = 0,95 (3)

  χ^2 table = 7,81

- Determining χ^2 table with significant 1 % (0,01)

  1 % = (1-α) (df)

  = (1 – 0,01) (3)

  = 0,99 (3)

  χ^2 table = 11,3

Based on calculation above is know that t table with level significance 5 % = 7,81 and with level significance 1 % = 11,3 so, t account = 5,1. So, χ^2 account = 5,1< χ^2 table = 7,81 and χ^2 account = 5,1 < χ^2 table = 11,3. The concluded that the test (sample) of population is normal distribution.

2. T – Test

To knows the influence teaching speaking using Oral Presentation. The writer divided the result into two groups. One group as the experiment class as much 20 students, and control class as much as 20 students, and control class as much as 20 students too. The results of the test are =

Table 15

The Analysis or Result in Control Class

No	Respondent	Pre Test Score	Post Test Score	D	D^2
1	B1	56	63	7	49
2	B2	44	69	25	625
3	B3	51	71	20	400
4	B4	48	62	14	196
5	B5	59	63	4	16
6	B6	54	70	16	256
7	B7	55	70	15	225
8	B8	53	61	8	64
9	B9	51	64	13	169
10	B10	45	75	30	900
11	B11	59	60	1	1
12	B12	55	69	14	196
13	B13	51	70	19	361
14	B14	45	64	19	361
15	B15	53	67	14	196
16	B16	56	72	16	256
17	B17	60	72	12	144
18	B18	60	71	11	121
19	B19	48	62	14	196
20	B20	61	63	2	4
Σ	N = 20	1064	1338	274	4736

Based on the table above is known that for the highest score in pre-test and post-test Control Class are 61 and 80 and the lowest score are 44 and 60.

Table 16

The Analysis of Result in Experimental Class

No	Respondent	Pre Test Score	Post Test Score	D	D^2
1	C1	46	65	19	361
2	C 2	48	68	20	400
3	C 3	51	75	24	576
4	C 4	53	77	24	576
5	C 5	56	77	21	441
6	C 6	46	65	19	361
7	C 7	56	77	21	441
8	C 8	48	68	20	400
9	C 9	51	75	24	576
10	C 10	60	80	20	400
11	C 11	62	80	18	324
12	C 12	55	72	17	289
13	C 13	51	71	20	400
14	C 14	53	71	18	324
15	C 15	59	80	21	441
16	C 16	49	68	19	361
17	C 17	51	74	23	529
18	C 18	56	75	19	361
19	C 19	52	74	22	484
20	C 20	49	80	31	961
Σ	N = 20	1052	1472	420	9006

Based on the tble above is known that the highest score in pre-test and post-test Experimental Class are 62 and 80 and for the lowest are 46 and 65.

- Determine mean of variable χ with formula =

$$Mx = \frac{\Sigma x}{Nx}$$

$$Mx = \frac{274}{20}$$

$$Mx = 13,7$$

$$\Sigma\chi^2 = \Sigma\chi^2 - \frac{(\Sigma X)^2}{N}$$

$$\Sigma\chi^2 = 4,736 - \frac{(274)}{20}$$

$$= 4,736 - \frac{75,076}{20}$$

$$= 4,736 - 3,7538$$

$$= 982,2$$

- Determine mean of variabel Y with formula :

$$My = \frac{\Sigma Y}{NY}$$

$$My = \frac{420}{20}$$

$$My = 21$$

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

$$= 9.006 - \frac{(420)^2}{20}$$

$$= 9.006 - \frac{176,400}{20}$$

$$= 9.006 - 8.820$$

- Analyzing the result by using T-test as follow[26] :

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\Sigma_1 x^2 + \Sigma_1 y^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$= \frac{13,7 - 21}{\sqrt{\left[\frac{982,2 + 186}{20 + 20 - 2}\right]\left[\frac{1}{20} + \frac{1}{20}\right]}}$$

$$= \frac{+7,3}{\sqrt{\left[\frac{+168,2}{38}\right](0,05 + 0,05)}}$$

$$= \frac{+7,3}{\sqrt{[30,74][0,1]}}$$

$$= \frac{+7,3}{\sqrt{3,074}}$$

$$= \frac{7,3}{1,75}$$

$t = 4,17$

- Determining t table with significant 5 % (0,05)

d.f = (Nx + Ny - 2)

= (20 + 20 - 2

= 38

$t_{table} = 2,02$

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[26]SuharsimiArikunto, *ProsedurPenelitian,* (Jakarta: Rineka Cipta, 1996), p. 311

- Determining t table with significant 1 % (0,01)

  d.f = (Nx + Ny - 2)

  = (20 + 20 - 2

  = 38

  t_{table} = 2,71

3. Interpretation of the Data

From the result of control class is mean of pre-test score 52,6 and post-test score 66,9. The result of experiment class is mean of pre-test 53,2 and post-test score 73,6. So, it means the mean of control class is lower than experimental class. To prove it, the data obtained from the experimental class and control class are calculated with assumption as follow:

If to >tt the alternative hypothesis is accepted. It means there is significant between teaching speaking by using Oral Presentation.

If to <tt the alternative hypothesis is rejected. It means there is no significant between teaching speaking by using Oral Presentation.

Based on calculation above is known that t_{table} with level significance 5% = 2,02 and with level significance 1% = 2,71. So, 2,02< 4,17 > 2,71. It means that to >tt, and the writer conclude the alternative hypothesis is accepted. It means that there is significant between teaching speaking using Oral Presentation.

CHAPTER V
CONCLUSION AND SUGESSTIONS

A. Conclusions

Based on the writer's research about "The Effectiveness of Using Oral Presentation in Improving Students' Speaking Ability", the writer can conclude that:

1. Many techniques for teaching speaking, after the writer to do research in SMAN 1 Cikeusal, Serang, in the result is teacher in this school still used traditional technique for teaching speaking, teacher just gave them the material and exercise, nothing new ways that make them more interesting, So part of students still silent and no confidence. And in this case process learning and teaching to teacher centered.
2. Teaching speaking using Oral Presentation more effective to do in this school, it can be seen from students' spirit in Oral Presentation. And after the writer to do research, many students think that speaking can more interesting and more effective with learning by doing, such as: they can say anything freely, their ideas, opinion, argument, they try to think, to share, and try to say step by step with self, pairs and group, they learn sociality with interaction in the other people, they can learn without feel nervous and shy. And it will make them fun.
3. After the writer see the result of vocabulary pre-test and post-test between experimental class (using Oral Presentation) and control class (without Oral Presentation), the writer conclude student in experimental class get better score than student in

control class. We can see from the score of experimental class, pre-test score: $\sum X = 1052$ and post-test score: $\sum X = 1472$. The score of control class, pre-test score: $\sum X = 1064$ and post-test score: $\sum X = 1338$. It means that students ability in speaking understanding by using Oral Presentation better than students' ability in speaking understanding without Oral Presentation.

B. Suggestions

After doing the research and collect the data, then the writer give suggestion for increasing speaking in the place of research.

1. For Teacher : The teacher could use Oral Presentation for teaching speaking at SMAN 1 Cikeusal, because this technique more effective for teaching speaking, they were really spirit to do that, don't using same method because students not enjoy with this method. Remember, the success of teaching English, especially for speaking if there are take more technique for teaching it and student fun if they learning without feel bored.
2. For School: the researcher hopes this research is used as reference for increasing of achievement in this school commonly, and especially for the students.
3. For next researcher : given the benefits obtained from this study, it is expected to be considered further research, in order to follow up the matter and the different levels of school education using a method or technique that is more interesting and creative (ex : using in focus when the students presentation, it will become more interesting for them).

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